

memorandum

DATE:

REPLY TO: 11 August, 1988
ATTN OF:

SUBJECT: DT-S

SESSION SUMMARY (C/SS)

TO:

SG1J

DT-S (ATTN: [REDACTED])

1. (S-SS) Statistics: Viewer: 018
Session date: 11 AUG 88
Start time: 1133
End time: 1351
Mode of operation: SOLO
PI: Backache
AV: "Target must be a famous historical figure."
2. (S-SS) Cuing: Target is a person.
3. (S-SS) Tasking: Access the target person and describe:
 - a. Target's personality (see 4.a., below).
 - b. Target's educational background (see 4.b., below).
 - c. Target's nationality (see 4.c., below).
 - d. Target's principal and noteworthy activities (see 4.d, below).
 - e. Target's accomplishments (see 4.e., below).
 - f. Principal personalities surrounding target (see 4.f., below).
4. (S-SS) Results:
 - a. Personality: Only result was the perception of a strong love for knowledge. For physical characteristics, there were repeated perceptions of target being a male, possibly short, with moustache and somewhat dark caucasian skin. There were also repeated impressions of target wearing clothing which was characterized by a confusing "wrinkled neatness".
 - b. Education: Stage 6 produced a projection that the

target received "schoolhouse" education which ended very early (+/- 3rd grade?), but continued sporadically through just below high school graduation. However, target's education outside the classroom continued, and there were strong indications that his educational level wound up having an equivalent between an MA and a PhD (see Stage 6 "timelines", pages 1 and 2 of transcript).

- c. Nationality: Repeated attempts to access and describe target's home country flag resulted in a three-color flag, with green on top, creamy-white in the middle, and an unidentifiable color (probably black) on bottom (see Stage 6 probe fields on pages 4 -8). There also appeared to be a design central to the flag (see sketches, bottom of page 5 and middle of page 6). I do not recognize such a flag, and was not able to identify it.
- d. Activities: Each time I tried to access target's activities, I got (what I suppose to be allegorical) solid, moving curves.
- e. Accomplishments: The intangible column produced impressions of politics and demographics.
- f. Associated personalities: There were strong impressions of many young adults who were active, bright, businesslike, ambitious and eager. These people also gave repeated impressions of "slouchy clothing", with the same confusing "wrinkled neatness".

4. Comments: Due to a very heavy personal inclemency of having hurt my back this morning, and the trouble I had with this target yesterday, I took a great number of breaks during this session, making certain I was starting each task fresh from the previous one. This session gave me the feeling that I had better site contact, but I was never able to get rid of the overriding AOL that the person was a famous historical figure, and I feel that this AOL colored all the perceptions of the session.

SG1J

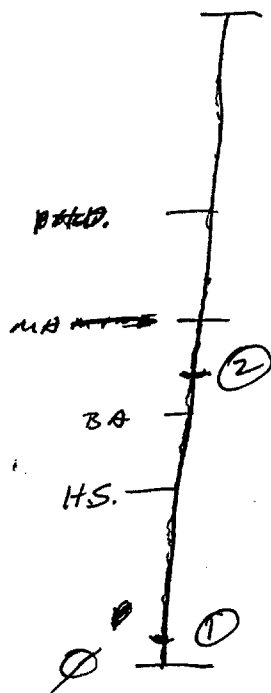
11 AUG 88
1133 HRS
FR. MONROE (CORK)
SOLO.

P.I. BAD BACKACHE

A.V. ~~THOUGHT~~ THOUGHT THAT
TANLOT POULSON IS A
FAMOUS HISTORICAL FIGURE

DETERMINING TANLOT'S EDUCATIONAL BACKGROUND.

S6:



S2 D M T 1 AU n/s.

① BLACK
SOLID
ADAPT

ALPHABETS

② FUZZY
SOFT
INDISTINCT.

AI DMK: AIRINOTES.

(2)

S 4/2: Impression ~~felt~~ felt all around point (1)
that person was "on the other side of the
line from the labors"

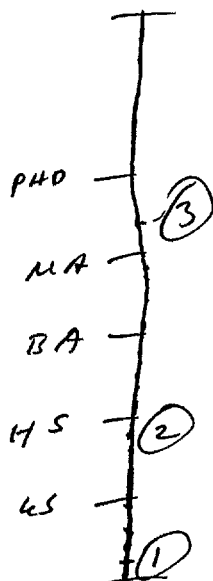
ADL DMK
ALLEGED FOR
NON-FORMAL SCHOOLING?

ADL DMK
ARE LINCOLN

ADL DMK
VISUAL OF
U.S. GRANT.

BROOK: 1143
ROBINS: 1150

DETERMINES TARGET'S EDUCATIONAL BACKGROUND.



(3)

① S6 1/2 AKAW, FEELING OF "SCHOOL" ONLY 400S UP
THE LINE A LITTLE WAY FROM BOTTOM.

② S6 1/2 "SPOTTY" FEELING CONTINUOUS ON UP
ALMOST TO ^{TOP OF} HS (HIGH SCHOOL).

③ S6 1/2 A FEELING OF "THE PLEASURES OF LEARNING
SOMETHING NOW" CONTINUOUS UP PAST MA.
(3)

INTERVIEW SUMMARY: IT WOULD APPEAR, FROM
ONLY ACCESSING TWICE, THAT THE TARGET PERSON
HAD CONVENTIONAL EDUCATION ONLY THROUGH EARLY
(3RD?) GRADES, AND THAT "CONVENTIONAL" EDUCATION
ABOVE THAT WAS "SPOTTY" UP THROUGH MOST OF
HIGH SCHOOL YEARS. HOWEVER, (AOL: SELF-)
EDUCATION CONTINUED PAST THE ACCEPTED
POINT OF AN MA DEGREE.

BRAK: 1159

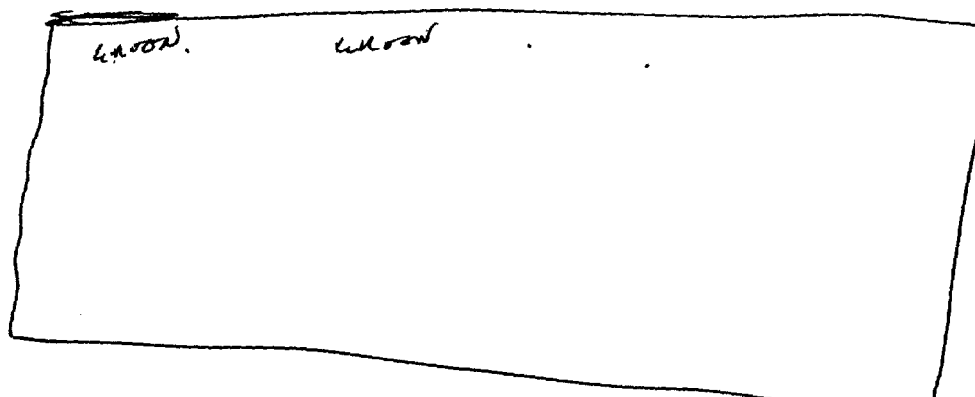
(4)

RESUME 1200

DETERMINING FLAGOT'S NATIONALITY:

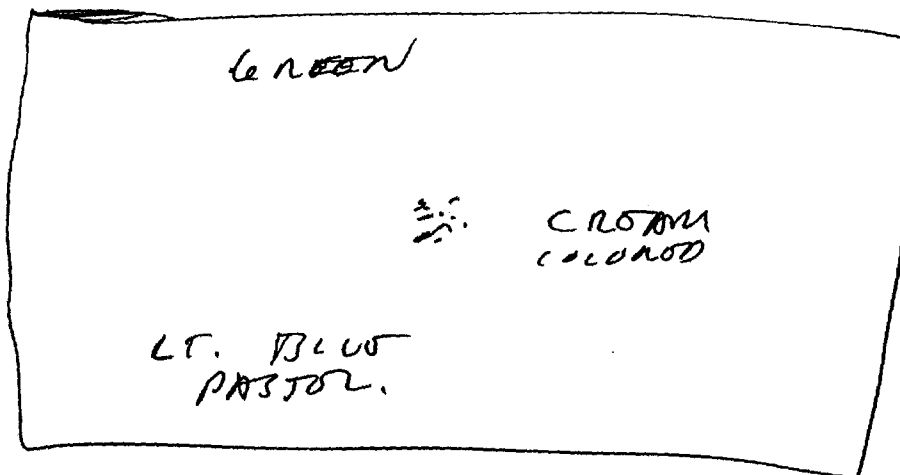
S6:

FLAG:



ADZ MARK
HITLER
ADZ MARK
SIMON
BOLIVAR

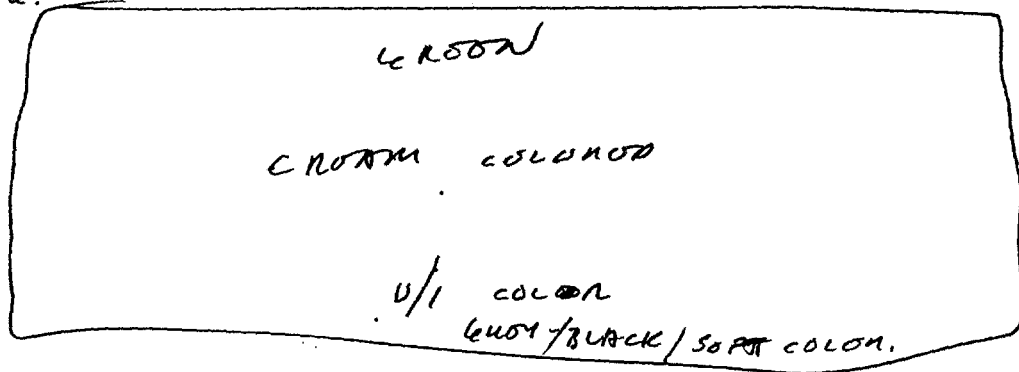
FLAG:



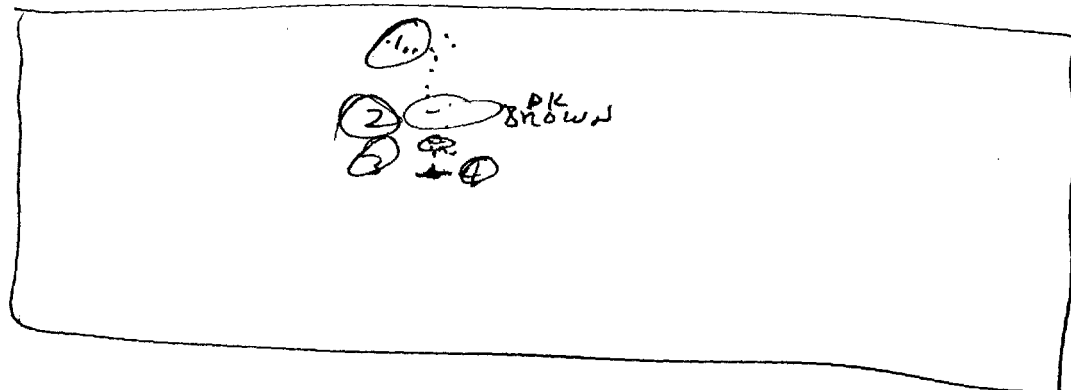
ADZ MARK
CROWN
FLAG,

③

SB! FLAG.



SB! FLAG:



SZ

D

07

07

T

, W R 15/1.

① LK BROWN

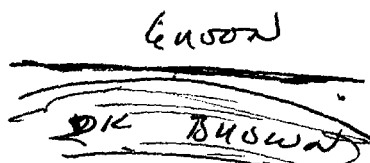
PLAIN
SOLID

EVEN COLORADO
DEEP LK BROWN
RICH COLOR

②

DK BROWN
ACROSS

SK:



(6)

S2 D M O T , ROL R/L.

(3) BRICKS YELLOW
SMALL
SQUAMISH

ROL ROL
LIKE A SMALL
BLOCK:

YELLOW

(4) LT. BROWN
SPOTTED
DOWN

SK!



DARK & LIGHT
BROWN SPOTLIGHTS
IN PATTERN

ROL ROL
FLAT OF MEXICO.

BACK : 1210

P.I. BACK HURTS.

RODME : 1214

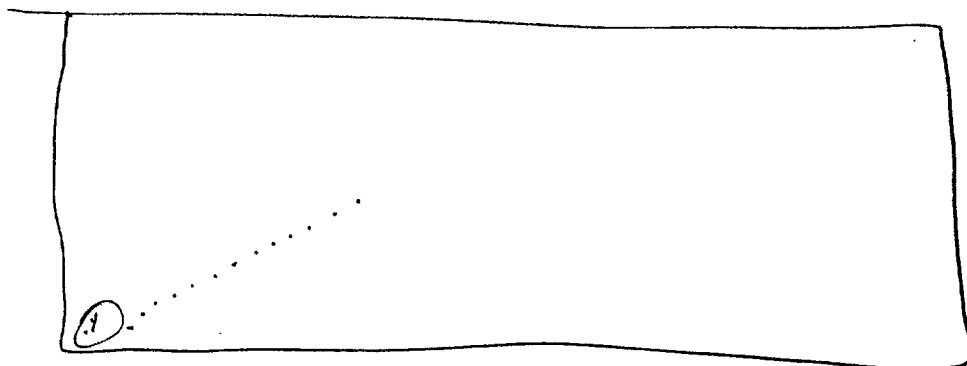
S2 D M O T , ROL R/L.

(NATIONALITY)
SOME ^{UP}EMBASSMENT ABOUT NATIONALITY.
"SELF-RISING"
SUSTAINING

UPHILL
"PULLING YOURSELF UP YOUR OWN BOOTSTRAPS"
Approved For Release 2000/08/08 : CIA-RDP96-00789R001401740003-2

②

S6: FLOR



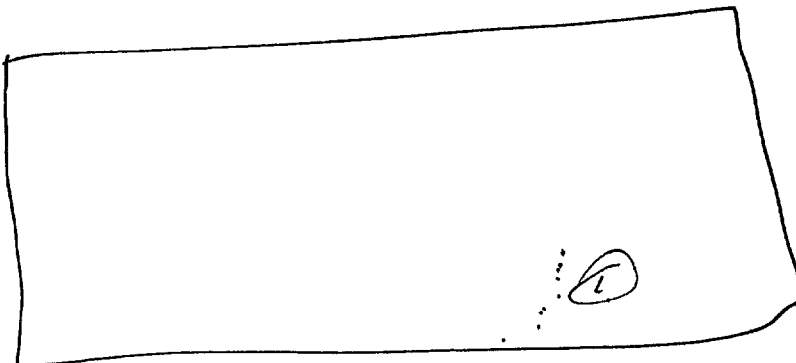
52 D 07 07 5 1 02 10/5.

- ① 1/2 COLOR
- BLACK PASTER
- BLACK
- HIGHLIGHTS
- BLACK

FOR MYK
PINATOS' FLAG.

8

S6: FLAG-



S2

D

07

07

T

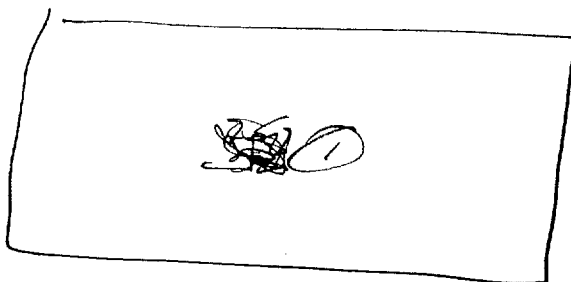
, FOR

W/S.

① DARK

RED ONE!
AM WANTING THIS TO
BE A MEXICAN FLAG,
BUT CAN'T GET RED
COLOR ON BOTTOM.
COLOR IS SOME U/I
COLOR.

S6: FLAG:



S2

D

07

07

T

,

FOR

W/S.

① BUSY
LINES
BOTTOM
BROWN

(9)

INTERIM SUMMARY: THE ^{TANGOT'S} COUNTRY HAS WHAT
APPEARS TO BE A 3-COLOR FLAG (TOP: GREEN,
MIDDLE: CROWN-COLOR: BOTTOM: 1/1) WITH SOME KIND OF
DESIGN IN THE MIDDLE WHICH IS PROBABLY A
RICH BROWN IN COLOR.

BROOK: 1226

RESUME: 1233

S4: DESCRIBES TANGOT'S PRINCIPAL + NOTWORTHY ACTIVITIES.

S2 D M O T I AOL A/S,
(PERSON)
(ACTIVITIES)

SOLID
SMOOTH

SOLID
SLOPING DOWN
CURVING
WIDE
PERMANENT

A7 DUK
APPRECIATION.

A4 DUK
AGAIN, STRONG POSITIVE
TO MAKE TANGOT AN
HISTORICAL PERSON.

(18)

NOT BUK:
DEMOSTRANES
TESLA
DA VINCHI
EINSTEIN
MOSTRORAMUS.
NAPOLSON.

DESCRIBE THE PERSON'S PHYSICAL CHARACTERISTICS.

S2 D M O T , ALL HTS.
(PERSON)

KNOWN
DARK
CLEAN
NEAT

CONF BUK:
IMPRESSIONS OF "NOTES" AND
CO-IMPRESSIONS OF LOTS OF WRINKLES
+ FOLDS IN CLOTHING.

NOT BUK
LARGE LACE
COLLARS OR
OLD MEDICAL
COSTUMES.

S2 D M O T , ALL HTS.
(CLOTHES)

KNOWN
OK KNOWN

CONF. BUK: "NEAT WRINKLES"

NOT BUK
LIKE SENSATION.

(11)

S4 1/2 Impression of clothes in "SLOUCHER".

ADL BUK
± 1920's

S2 D of of V, for x/s.

S4 1/2 Hat without firm shape

ADL BUK
"TAM" OR
FLOP HAT OF
1920's.

BREAK: 1245.

Resume: 1302

INTERVIEW SUMMARY: Target person's clothing
gives the appearance of "NEAT WRINKLES"

12

DESCRIBES TWO TARGETS PRIMARY ACTIVITY.

SZ D RI ST T , NOR N/S.
(PERSON)
(ACTIVITY)

A: DOWN
BACK
CURVE
UP
SMOOTH

B: —

ENCLOSURE FOR
OPEN

NOBODY
AT ALL

DESCRIBES TARGETS ACCOMPLISHMENTS.

SZ D M S T , NOR N/S.
(ACCOMPLISHMENTS)

POLITICAL
PERSONAL
TOPOGRAPHICAL
TOPOLOGICAL
"GENOMIC"
DENOGRAPHICS

AZ BOK
"DON'T TREAD ON
ME"

AOL PRIOR OF HISTORICAL FIGURES.

13

Access & describe the principal personalities
surrounding the target person.

S2 D M O T / for sh.
(100105)

BUSY
ACROSS
BUSINESS
BRIGHT
CHOPPER
ACTIVE
PURPOSE
EAGER
AMBITIOUS
INDUSTRIAL

54% Impression of several young people
hurdling up a ramp, ^{steps} or incline built
into the side of a large stone
structure.

for BUK:
Roman mythology

for BUK:
Lawson.

for BUK:
Abel Lincoln.

SL D M O T I NA AL.
(people)

SUITS
DRESS, CLOTHES

BUSINESS WEAR
DAILY BUSINESS WEAR.
WRINKLED NEATNESS

ALL ALIKS
SIMILAR
MALES

SHORT

CLEAN
FRESH AIR
SUNNY
BRIGHT

ALL DARK
UNDER OR
ROMAN TEMOS.

CONFUSION/AL
~~AL~~ BAK!

CAN'T UNDERSTAND
WHY THE FEELING OF
HISTORICAL FIGURES IS SO
STRONG, AND WHY I'M
FIGHTING IT LIKE I AM,
BUT CAN'T GET RID OF IT.

AL BAK: TOTAL FRUSTRATION.